

Dyslexia Support at Workington Academy

Dyslexia Offer @ Workington Academy



Dyslexia is a combination of abilities as well as difficulties. It is the disparity between them that is often the give-away clue. A dyslexic learner, despite certain areas of difficulty, may be orally very able and knowledgeable, creative, artistic, or sporting. Alongside these abilities will be a cluster of difficulties - these will be different for every person. Dyslexia can only be diagnosed through a Diagnostic Assessment. In school we are not able to diagnose dyslexia, but we screen for dyslexic traits. This enables us to support all dyslexic learners and ensure that dyslexia is not a barrier to success.

What does dyslexia look like?

Dyslexia is not a one size fits all learning need. It can affect writing, reading, numeracy skills (dyscalculia) and behaviours. Furthermore, people with dyslexia can confuse left and right, have difficulty in finding the name for an object, has difficulties processing information at the same speed as their peers and can struggle to retain a lot of information or follow instructions of several steps.

SEND Code of Practice and Equality Act 2010

Ref. British Dyslexia Association

'Dyslexia can have a substantial and long-term adverse effect on normal day to day activities and is therefore a recognised disability under the Equality Act 2010.

The Act states that schools and higher education institutions have a duty to make 'reasonable adjustments' for disabled students (which can include students with learning difficulties, such as dyslexia). A school or college must ensure that pupils with additional needs can fully participate in the education provided by the school, and that they can enjoy the other benefits, facilities and services that the school provides.

Many reasonable adjustments are inexpensive and involve a change in practice rather than expensive equipment or additional staff. Small, considered changes can have a big impact on a student's education and can benefit all students.

Examples of reasonable adjustments @ Workington Academy

- Offer alternatives to writing.
- Provide handouts that contain the key learning points rather than asking pupils to copy text from the whiteboard or take notes.

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- Repeat instructions/information and check for understanding.
- Minimise visual stress via coloured overlays and screens.
- The use of coloured exercise books
- Bespoke settings on computers e.g. font size and screen tint.
- Provide access to assistive technology such as a computer for pupils who find it difficult to read large amounts of text or to write quickly enough in class.
- Use multi-sensory ways of teaching.
- Allow time to respond as many dyslexic students are slower to process information.
- Break information and instructions into smaller 'chunks'
- The use of a reading pen to support student independence
- Providing a bank of key words to support recall and accuracy of spelling.
- A 'can do' approach to assessment.

Targeted Interventions

Again, this is not a one size fits all approach as dyslexia is different for all. However, when the barrier is literacy, we offer targeted interventions in school and at home, to improve literacy levels. The GL assessment package is used to comprehensively screen learners and this directs us to the most appropriate support. This might include a phonics-based intervention (we use Lexonik Leap) or an intervention that supports reading fluency. Students may also be given log in details to access IDL (Independent Dyslexia Learning) at home. This is an independent online programme to develop literacy skills.

Exam Support

Access Arrangements are sought for all dyslexic students. Many arrangements, for example use of reading pen and laptop, are centre delegated based on regular way of working. When the student requires additional arrangements, we will ensure further testing is carried out, the outcome of this may be that extra time and/or a scribe is also provided. All students will be given the arrangements needed to be the best they can be in all end of Key Stage examinations.